

Best Practices for 6-12 Social Studies

Social Studies Best Practices: What Can They Look Like?

Best Practice <i>Students learn best in social studies/history when...</i>	Possible Interpretations (This is not an exhaustive list.)
<p>1. they are able to ask and develop questions and plan inquiries</p>	<ul style="list-style-type: none"> ● Students should be provided the opportunity to develop and answer supporting and compelling questions in which the answers will draw information from multiple disciplines. ● Instructors should provide students the opportunity to ask questions as well develop meaningful supporting and compelling (essential) questions for the students to answer. <p><i>Examples of Compelling Questions:</i></p> <ul style="list-style-type: none"> ● Was the American Revolution revolutionary? ● Does the principle for the Preamble, “promote the general welfare,” mean the government is responsible for ensuring all Americans have health care? ● How will an increase in minimum wage affect local job opportunities for teens? ● What constitutes an active and responsible citizen? ● How or will an Alaskan pipeline impact climate? <p><i>Examples of Supporting Questions:</i></p> <ul style="list-style-type: none"> ● Was the post Revolutionary government set up by the patriots revolutionary? ● Why did the writers of the U.S. Constitution include the 7 principles in the preamble? ● What is the current annual income on minimum wage?
<p>2. are able to apply disciplinary concepts and tools.</p>	<ul style="list-style-type: none"> ● Use domain specific vocabulary ● Use globes, maps, data from charts and graphs, photographs, primary source documents and artifacts, secondary sources, economic statistics to help answer compelling and supporting questions and plan inquiries <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ■ To determine if the post Revolutionary government was revolutionary have students analyze a map of abolition of slavery in the U.S. ■ Analyze charts and graphs on the average age of the minimum wage worker over the last decade to determine the impact an increase will have on teenagers

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	<ul style="list-style-type: none"> ● Use primary and secondary sources <ul style="list-style-type: none"> ○ Identify claims and counter-claims ○ Make and support claims and counter-claims ● Use information from multiple disciplines (history, geography, civics, economics, etc.) in order to answer compelling and supporting questions. ● Example: <ul style="list-style-type: none"> ○ To determine if the post Revolution government was revolutionary have students analyze a map of abolition of slavery in the U.S. <ul style="list-style-type: none"> ■ Read and analyze diaries and notes of attendees of The Constitutional Convention about the issue of slavery and the Constitution ○ Analyze charts and graphs on the average age of the minimum wage worker over the last decade to determine the impact an increase will have on teenagers
<p>3. are able to evaluate sources and use evidence</p>	<ul style="list-style-type: none"> ● Compare and contrasts: maps, photos, globes, graphs, accounts of events using primary and secondary sources, how present perspectives shape interpretations of the past ● Use primary and secondary sources <ul style="list-style-type: none"> ○ analyze claims and counter-claims in primary and secondary sources ○ Evaluate trustworthiness of perspectives by sourcing, corroborating, and contextualizing sources ○ Make and support claims and counter-claims ● To provide justifications, problem solve, make predictions (e.g. Can we solve our city's problem with poverty by increasing minimum wage?)
<p>4. are able to communicate conclusions and take informed action</p>	<ul style="list-style-type: none"> ● Students should be afforded the opportunity to speak and engage in meaningful discussions about: <ul style="list-style-type: none"> ○ civics, geography, history, economics ○ Primary sources, charts, graphs, maps, and other sources ● Students should be afforded the opportunity to write about civics, geography, history, and economics.

*C3 Framework for Social Studies

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